



HEAD

BIBLE REVIEW

Year 1 – The Law and the Prophets
Year 2 – The Life and Teachings of Jesus
Year 3 – Living Out Jesus' Mission



HEART

JESUS CONNECTION

Every story in the Bible points to Jesus' life, death and resurrection.



HANDS

LIFEWISE QUALITY

QUALITY – Review of character qualities.



REVIEW BIBLE STORIES AND LW QUALITIES

Bible Jeopardy

- ◆ Before class, write five or six categories on individual papers, such as: God, People, Places, Things, Prophets, Teachings of Jesus, LWQ's, etc. Write point values under each category on the paper or white board that can be crossed off or erased. On a separate piece of paper, list the category and point values for answering specific questions in a category correctly. Write out questions for each category that are easy (worth 200 points), moderately challenging (worth 400 and 600 points) and difficult (800 and 1,000 points).
- ◆ Split the class into two or three teams. Students may choose the category and point value to answer. If the answer is correct, the team earns the amount of points listed. If incorrect, no negative points are earned and the question can be chosen again. Encourage students to use their Bibles to remember the answers needed. Students may answer as a small group or individually. For extra fun, secretly designate some "daily double" questions that are worth twice the listed amount of points.
- ◆ [Bible Jeopardy can be done via computer and put on your screen by using the program on playfactile.com or jeopardylabs.com.]

Crumple and Shoot

- ◆ Prepare 10 to 20 questions. Cut 8.5x11 paper into fourths before class. Each group must have the same number of papers as the amount of questions. [Questions can be put into a slideshow or written on paper.]
- ◆ Divide the class into groups of 2-4 students. Place a trash can in the center of the classroom and put painters tape on the floor where students should stand to shoot. A 1-point and 2-point line can also be created. Ask all groups a question. Each group will write down the answer. If the answer is correct, they may crumple and shoot, getting a point for their team if they make a

basket. If they answer incorrectly, the teacher takes their answer, and they don't get a turn to shoot.

- ◆ [More detailed instructions for this game at: cultofpedagogy.com.]

Flyswatter Review

- ◆ Write at least 20 questions in advance. Write the answers (pictures are helpful for students who struggle to read) in large letters on sheets of paper and fasten them on the classroom wall with painters tape or sticky tack.
- ◆ Divide the class into two or three teams. Each team must have one flyswatter. Ask the class a question. The student that swats the correct answer with their flyswatter first wins a point for their team.

Bible Battleship

- ◆ List the main Bible stories and character qualities that you would like to review in a slideshow or on the whiteboard. Form groups of four students. Each group must create five Bible review questions that correspond to the list. The questions cannot have a yes or no answer. Each question should be written on a separate piece of paper.
- ◆ Begin the battle by picking one team. This team will throw their "bomb" (crumpled question) to another team. That team has 30 seconds to read, discuss and answer the question. If their answer is correct, it is their turn to throw a "bomb" to a team. If a team answers incorrectly, one of their two battleships are sunk. The game continues until only one team's battleship remains afloat.
- ◆ To make the game extra fun, print and laminate pictures of battleships or buy plastic boats from the dollar store and float them in a basin of water. Play a "sinking" sound effect on your computer whenever someone's ship sinks.

Password

- ◆ Write a word, term, event, person on an index card. Then, write clues underneath the word on the same index card. [E.g., *The term "Noah" and clues "walked with God," "had three sons," "survived a flood."*] You should have at least 30 index cards (terms) for this game.
- ◆ Divide the class into two or three teams. Designate one student to give clues (this student can remain in this position the entire game or rotate with other students). The clue giver will be given the stack of index cards by the teacher. They will start with the first team and begin reading the clues until the team guesses the word or phrase correctly. The clue giver will then go to the next card and read clues. Each team gets 2 minutes. Play as many rounds as possible.

Heads Up

- ◆ Before class, write 30 separate terms to review on index cards. Divide the class into two or three teams. Team 1 goes first. Whoever is chosen from Team 1 stands in front of the room for their team to see. They will hold up an index card on their forehead so everyone can see the card but them. Team 1 will give clues to help their teammate to guess what is on the card. If the term is guessed correctly, they will get another card to hold on their forehead. Each team gets two minutes, and then play goes to the next team. A point can be awarded for each correct guess to the team.

Pass the Chicken

- ◆ Purchase a rubber chicken prior to class. Write out a list of review questions. Instruct students to sit in a circle. Have the students pass the chicken around the circle with your back turned. When you turn around, whoever has the chicken will be in the hot seat. Ask them a review question while the chicken is passed around the circle. If the chicken arrives back to the student in the hot seat before they have answered the question, they must go into the “pot,” or the middle of the circle. Play continues. If another student doesn’t answer the question correctly, the student in the pot may answer. If they answer correctly, they can rejoin the circle. Play as time allows.

Basketball

- ◆ Prepare a stack of index cards with questions. Purchase one to two durable basketball hoops (to hang on the door or wall) and mini basketballs, or use a trash can or bucket. Place them face down on a desk or table.
- ◆ Divide the class into teams. One team gets to pick the question for another team. This team has 30 seconds to answer the question. If they answer correctly, they get 10 points. The team then chooses a shooter, who gets two shots at the basket for an extra 5 points. Alternate teams answering questions until time runs out, or a team reaches a set amount of points.

Who Wants to Be a Millionaire?

- ◆ The questions are multiple choice answers, beginning with easy questions and progressing to difficult questions. The more challenging the question, the greater the points that are awarded for the correct answer.
- ◆ [Use this free app to create a game with your own review questions for students: superteachertools.us.]

Around the World

- ◆ Create review questions in advance. Instruct students to sit in a circle. The first two students will compete against one another. Ask a question. Whoever gives you the answer first wins. The winner stands and moves to the next player in the circle.
- ◆ The goal is to move as many seats as possible before losing. Whenever the standing player answers incorrectly, they must sit in the seat of the person who answered correctly. It is now this player’s turn to travel around the circle. The goal is for one player to go “around the world” and return to their original seat. The student who travels the farthest wins.

Sorry

- ◆ Prepare large colored cards with review questions. On the back of most of the cards, write a point value. On the back of two or three cards, write the word “sorry.” Place them on the board or wall.
- ◆ Assign the students to a team. Teams will take turns choosing whatever color or question they wish to answer. If the team gets the correct answer, they win the points on the back of the card. If the word “sorry” is written on the back of the card, the opposite team has their points wiped out.

Who? What? Where?

- ◆ Prepare five mystery people, things and/or places, along with five hints for each word. Have students guess the mystery person, place and thing by giving them hints. A total of five hints will be given per subject. The sooner a team guesses, the more points they earn. The point system:

correct guess on the first try: 5 points; second try: 4 points; third try: 3 points; fourth try: 2 points; fifth try: 1 point.

Three In a Row

- ◆ Position seven chairs in a row. Form two or three teams and pass out colored paper for kids to hold: red for team 1 and blue for team 2. Begin by asking Team 1 a review question. Teams may discuss before giving a final answer. If a team answers incorrectly, give the other team a chance to answer. For a correct answer, the team may either sit a player in an empty chair or choose a chair occupied by the other team (that player must return to his team). Teams will try to fill three seats in a row. If a team gets three players in a row, reset the game and continue until you ask all the review questions.

Tic Tac Toe

- ◆ Write nine Bible review questions on large colored cards and hang them on the board or wall. Make 5 X's and 5 O's. Divide students into two teams. Teams may choose any question on the board to answer. If the team answers correctly, they will put their X or O over that question. To win, a team must get a tic tac toe by answering three questions in a row.
- ◆ [Several Google Slides presentations of this game are available on [teacherspayteachers.com](https://www.teacherspayteachers.com) for a small one-time fee.]

STUDENT TAKEAWAYS

One Thing

- ◆ Before class, take two papers and write "I learned" on one paper and "I need to" on the other paper. Stick them on a focal wall or white board. Pass out two sticky notes to each student at the beginning of class. Ask the student to write down one important thing they learned about God or the Bible during class on the first sticky note. On the second note, have students write down one thing they believe God is calling them to do differently.
- ◆ Direct students to stick their notes up on the wall or white board as soon as they finish. Spend a couple of minutes reading notes out loud and celebrating what students have learned and want to change.

As You Like It

- ◆ List the character qualities discussed over the class on the board or a powerpoint slide. Have students pick 3 qualities and write down one way they would like others to show that quality to them. Remind them of Jesus' teaching of the "golden rule" (Matt. 7:12) and encourage them to ask God to help them do those things for others as well.

Pick Three

- ◆ If you had to pick, which three of these qualities would you say are the most important? Do multiple categories as you have time. [Example categories: *easiest to apply, hardest to apply, most fun to do, most fun to receive, etc.*]

STUDENT CHALLENGE

- ◆ Challenge students to continually learn more about God and the Bible through personal study and joining a church or youth group.

♦ Print and pass out growth bookmark and list of local churches for students to take home:

PRAYER

Ask students to share one prayer request that they have for the rest of the year/summer with their class or privately on a prayer request form. Spend time praying with students, inviting them to pray for one another. Pray Ephesians 3:14-19 over your students to end the class time together:

Ephesians 3:14-19 (CSB) – “I pray that He may grant you, according to the riches of His glory, to be strengthened with power in your inner being through his Spirit, and that Christ may dwell in your hearts through faith. I pray that you, being rooted and firmly established in love, may be able to comprehend with all the saints what is the length and width, height and depth of God’s love and to know Christ’s love that surpasses knowledge, so that you may be filled with all the fullness of God.”



BIBLE REVIEW

Year 1 – The Law and the Prophets



JESUS CONNECTION

Every story in the Bible points to Jesus' life, death and resurrection.



LIFEWISE QUALITY

Boldness	Courage	Joy	Perseverance	Self-Control
Compassion	Forgiveness	Kindness	Obedience	Submission
Commitment	Gratitude	Love	Respect	Teachable
Confidence	Hope	Mercy	Responsibility	Trustworthiness
Contentment	Humility	Patience	Sacrifice	Wholeheartedness



HEAD

Write two things you learned about God during class this year:

1.

2.



HEART

List 1-2 LifeWise qualities that you are doing your best to live out. How has God helped you to do this?

Which LifeWise quality do you most need God to develop within you?



HANDS

Take time to pray and thank God for how He has been working in your heart and life this last year. Ask God to teach you how to become more like Jesus every day. Brainstorm 2-3 ways that you could take the initiative to develop the quality you need most.

OUR PRAYER FOR YOU

In Ephesians 3:16-19, Paul says, "I pray that He may grant you, according to the riches of His glory, to be strengthened with power in your inner being through His Spirit, and that Christ may dwell in your hearts through faith. I pray that you, being rooted and firmly established in love, may be able to comprehend with all the saints what is the length and width, height and depth of God's love and to know Christ's love that surpasses knowledge, so that you may be filled with all the fullness of God."



BIBLE REVIEW

Year 2 – The Life and Teachings of Jesus



JESUS CONNECTION

Every story in the Bible points to Jesus' life, death and resurrection.

LIFEWISE QUALITY



Availability	Fortitude	Kindness	Respect	Submission
Compassion	Gratitude	Love	Responsibility	Teachable
Confidence	Hope	Loyalty	Sacrifice	Truthfulness
Courage	Humility	Mercy	Self-Control	Wholeheartedness
Discernment	Joy	Persistence	Stewardship	Wisdom
Forgiveness				



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BIBLE REVIEW

Year 3 – Living Out Jesus’ Mission



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Every story in the Bible points to Jesus’ life, death and resurrection.



LIFEWISE QUALITY

Availability	Contentment	Hope	Patience	Stewardship
Attentiveness	Cooperation	Humility	Perseverance	Submission
Acceptance	Courage	Initiative	Persistence	Teachable
Boldness	Discernment	Joy	Reliability	Truthfulness
Compassion	Forgiveness	Kindness	Responsibility	Wholeheartedness
Commitment	Generosity	Love	Sacrifice	
Confidence	Growth	Mercy	Self-Control	



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